



II. Peer learning in the clinical training

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Peer learning vs traditional education

Peer learning differs from traditional education in that students learn with, and from, each other without immediate intervention by a teacher or a supervisor/mentor

- increases knowledge and skills through a process of active two-way reciprocal (wederzijds) learning between peers
- Increase student's confidence in clinical practice
- Decrease student's anxiety

Traditional clinical nursing education is a teaching model in which one student is placed in a hospital department and follows a mentor during a shift. The mentor is familiar with the routines and the culture, and his role is to instruct and demonstrate.

Peer learning vs traditional education

Peer learning in clinical education allows students to **work in pairs** during structured nursing activities.

Students are encouraged to engage in **critical thinking, problem-solving** and **collaboration**.

The mentors support and give feed-back to the students, but do not – in contrast to more traditional supervision models – play an active role during the nursing activities.

Results: two themes

1. In the peer learning model, the formulated theme was: **“The preceptor creates room for students to assume responsibility for their own learning”**
2. The theme in the traditional model was formulated: **“The preceptor’s ambitions and knowledge are stressed and taught”**

Peer learning

- Taking a step back while providing support
- Creating a structure and acceptance for supervision
- Encouraging critical thinking and supporting development of independence
- Dealing with the problems of supervision

Traditonal model

- Demonstrating and gradually relinquishing responsibility
- Observing and controlling
- Reflection is important, but only done when there is time

Discussion

- What are the conditions to implement peer learning in your workplace?
 - For yourself, your colleagues, head of department...